

BECOMING MORE OPEN TO CHANGE: RECOMMENDATIONS FOR A
CHANGE MANAGEMENT PROGRAM

by

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A handwritten signature in dark ink, appearing to read "Michael Durr", is written over a horizontal line.

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ABSTRACT

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Resistance to change is a major problem in today's workplace. Organizations go through change on a regular basis. Unfortunately, whether the changes are minor or major, employees generally resist it. There are many reasons for this resistance, including: fear, habit, or lack of information provided to employees about the change. Whatever the reason, this resistance is felt throughout the organization and can be extremely detrimental to business productivity.

Because everyone deals with change differently, it is difficult to help each individual overcome their resistance to change unless we know the specific reason for resisting. The purpose of this project was to develop and analyze an Organizational

Change Survey so that types of resistance to change could be defined. Once the main types of change were discovered, recommendations were developed as a guide for the development of a change management program.

A full census of 160 Student Life Services (SLS) staff was conducted to best profile what factors make the staff resist change. A total of 58 surveys were returned for an overall response rate of 36%. A survey containing 48 items rated on a 5-point scale was developed for use in the study. In addition to this, each employee's manager was given a rating form that indicated on a scale of 1-5 how well each person dealt with change in the organization. This rating was then correlated with the ratings of the employee survey.

The quantitative data was analyzed using descriptive statistics, correlations, and factor analysis. Results revealed the following eight components, which identify the different types of resistance to change: valuing employees, job satisfaction, management style, autonomy, confidence, urgency, anxiety and fear and future of job. Of these eight significant components job satisfaction was found to be the most significant component. Further research is recommended with a larger sample and in a different setting to determine the components of job satisfaction and its relation to resistance to change. This information will continue to provide for useful recommendations for a successful change management program.

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CHAPTER I: INTRODUCTION

The purpose of this project was to develop and analyze an Organizational Change Survey so that the various types of resistance to change could be identified. Once the main types of change resistance were discovered, recommendations were developed as a guide for the development of a change management program for each type of resistance.

There has been an abundance of research on change resistance and change management efforts. This project was based upon the assumption that resistance to change is caused by both personality characteristics and organizational characteristics. These characteristics were reviewed in the literature and formed the basis for the Organizational Change Survey. This investigation is the second phase of a two-part project which used this survey to help identify first, what makes employees and organizations resistant to change and second, to help make these employees more open to change by identifying specific recommendations for each employee and situation.

Statement of the problem

Change is everywhere, and today's workplace is no exception. Because of this constant need for change, people need to learn about the change process. Some greet change with open arms and some resist it. Regardless of how you deal with change, it affects the world around you. In the workplace, if attitudes about change clash, it can create chaos and can be detrimental to the organization preventing growth. In general, the literature indicates that identifying why people resist change and educating them about the process, helps them feel more optimistic and less resistant to change and enables them to feel more in control of the changes occurring. Ultimately, this awareness helps to decrease problems within the workplace. Literature suggests that this process of identifying the reasons why people resist change, and the development of programs that

address those specific reasons will increase productivity, employee morale, and the overall success of organizations around the world.

Purpose of the study

The purpose and ultimate goal of the second phase of this two-phase project is to develop specific recommendations for change management programs that will specifically address each of the significant personality and organizational factors or types of resistance that are defined by a factor analysis of the Organizational Change Survey.

The first phase of the research protocol included an extensive review of literature to discover what the possible predictors of resistance to change were; specifically, what personality characteristics and organizational characteristics make people resist change. Once the probable predictors of change were discovered from phase one of the project a survey was developed. This survey helps to identify factors that contribute to resistance to change, which provides phase two with valid information for a change recommendations.

The second stage of the research protocol included an extensive review of literature to discover what types of programs have been used in the past to help people be more optimistic and less resistant to change. This information along with the survey developed in phase one was used to develop recommendations that would decrease the negative effects of change by educating people about the change process, teaching a more positive and optimistic attitude about change, and overall becoming less resistant to change. Accordingly, this study was organized around the following objectives:

1. From the literature, compile a comprehensive list of what the predictors of change are, specifically, what makes people resist change.

2. From the research on what makes individuals and organizations resist change, construct and analyze a research instrument that identifies factors that contribute to resistance to change.
3. Administer the research instrument to a group of subjects to assess their attitudes about resistance to change.
4. Using the literature defined above regarding predictors of change, research past change efforts and programs that relate to those predictors.
5. Through the data collected, construct recommendations for a change management program, which address those specific individual and organizational predictors of change, therefore decreasing resistance to change.

Assumptions of the Study

Because research shows that individuals tend not to like change, it was assumed that there are factors contributing to this and that there is resistance to change in every organization. It was assumed that all individuals answered honestly to the distributed survey.

The following are assumptions upon which this study was based:

1. Possessing certain personality characteristics influence the way you think about organizational change.
2. The culture of an organization affects the way employee's think about change.
3. Identification of employee perceptions about organizational change will offer a basis for identifying recommendations for practice, which will contribute to higher acceptance of change within the organization.

4. The use of a survey to determine employee perceptions about change will result in honest and useful feedback for purpose of analysis.
5. This feedback will help to create change interventions that are specifically developed in response to the employees' perceptions, therefore creating a more individualistic approach to dealing with change resistance.

Definition of terms

Change: To become different; pass from one condition or state to another, to make different or alter (The New American Webster College Dictionary, 1995).

Intervention: A process that comes between, or interferes with something already in place.

Job Satisfaction: An attitude that workers have toward their job, which results from their perceptions of their jobs (Korth, 1998).

Organization: An assembly of people working together to achieve common objectives through a division of labor (Maurer, Schulman, Ruwe, & Becherer, 1995).

Organizational change: "Any planned or unplanned alteration of the status quo which affects the structure, technology, and human resources of the total organization" (Gordon, 1980, p.18)

Predictors of resistance: Personality and organizational characteristics that make one resist change.

Resistance: Any conduct that serves to maintain the status quo in the face of pressure to alter the status quo (Bolognese, 2002).

Resistance to change: "Behavior which is intended to protect an individual from the effects of real or imagined change" (Dent & Goldberg, 1999, p.34)

Student Life Services: (SLS) Student Life Services is made up of 11 different departments which provide a range of services and support to the students and faculty of UW-Stout.

University of Wisconsin-Stout: Located in Menomonie, Wisconsin, a town of 18,000 people in the western part of the state. UW-Stout is made up of approximately 8,000 undergraduate and graduate level students. It specializes in areas such as business, industry, technology, human development, art and design.

Limitations of the study

Some limitations to this study may be that the population from which the sample was drawn is from a small university setting located in the western part of the state. Although Student Life Services is made up of a variety of different services, it is academia and not a corporation. Thus, the sample provides a good range of employees with a broad range of responsibilities. Since there are many different departments in SLS, it makes for many different changes occurring in each one. Some departments are going through large changes such as Quality Management, and some are more minimal such as budget cuts or restructuring. This range of changes occurring creates some complexity when it comes to developing and intervention that is suitable for all involved in the study. In contrast this also may make the study more relatable for organizations going through similar changes.

Methodology

A survey of 48 items was administered to a 140 employees from the University of Wisconsin-Stout's Student Life Services to measure their attitudes about organizational change. There were also demographic questions asking respondents their gender, age,

what department they worked for, and the number of years worked in that department. In addition to that survey, a separate rating scale was given to the managers of each Student Life Services department to rate each of their employees on how well they accept change. The scores from the scale were correlated with each item in the Change Resistance Survey.

CHAPTER II: LITERATURE REVIEW

Change is inevitable. It is one thing we can be certain of. Whether it be a small change affecting few, or a major change affecting an entire country, change is impossible to hide from. Change is necessary for businesses and people to survive (Reed, 2001). Organizational change can be defined as, "Any planned or unplanned alteration of the status quo which affects the structure, technology, and human resources of the total organization" (Gordon, 1980, p.18). Buhler (1996) emphasized, "To prepare for the challenges of the 21st century, businesses must realign the fundamental ways they do business. Consequently, these challenges must encompass the very core of business itself which is the culture" (p.24). Organizations need to acknowledge that changes are happening and they must adapt to them or they will ultimately fail (Byvelds & Newman, 1992). Research suggest some of these organizational changes may include, goals and strategies, technology, job design, structure, process and people, psychological threats, and skill requirements.

Darling (1996) ensures that there is not an individual, family, business, or government that does not feel that the scale and pace of change around us seems greater today than at any previous time. Most people think of change as a necessary evil, which leads to resistance to the change process. "Resistance is simply, a very effective, very powerful, very useful, survival mechanism" (Jager, p.1, 2003). Why do people resist change? According to the Metrus Group (2003) resistance to change is most often a result of: employees not understanding the strategy, employees not being involved in development of the strategy of the change initiative, and employees feeling that the

strategy of change initiative is not suited to the problem or that the problems are not strong enough to justify the change.

With the internal and external pressure on organizations to change and the resistance experienced by those involved, organizational change is not easy. Change management programs have been designed to assist organizations around the world in implementing change and responding to the resistance felt by their employees. Jick (1993) emphasizes that thus far the literature on change projects give a very unrealistic view of sequential change. This may include unrealistic timelines, outcomes, expectations or acceptance of the change. Unless those hoping for change understand the difficulties, the change will fail. Learning about your organization, your employees, the specific types of resistance, and being aware the different receptions to change will allow for a beneficial change management program.

The Need for Change

Organizations around the world are constantly going through some type of change. Mullins (1996) sees change as an inescapable part of both social and organizational life. In relation, "Companies, organizations, and institutions must understand the forces that drive change, how their employees will react to change, and the underlying principles of change, and use them to develop a comprehensive change management framework" (Hirschfield, 1998, p.1). Organizations are encountering forces that are driving them to change, whether it be downsizing, restructuring or merging, the nature of the workforce, technology, economic shocks or competition (Byvelde & Newman 1992). In addition, outdated structures, purposes, missions and activities are all indicators of a need to change (Korth, 1998). Moreover, there is a need to develop a

vision for the organizations, to be accepting of change and uncertainty, and to create an appreciative and supportive environment (Nixon, 1995). If organizations are going to position themselves to be a viable, credible force they must recognize the need for change. Research conducted in 2003, by the Organizational Learning Center, provided five primary reasons for the need to change: customers demanding ever-increasing levels of customer service, product life cycles becoming shorter, competitor organizations becoming increasingly skilled at utilizing and exploiting information technology, social and attitudinal changes within their workforce requiring them to adopt more, flexible work methods and working patterns such as process based management and flex-time, and fundamental changes to the way in which business markets operate caused by new and little understood technologies such as the internet and World Wide Web.

As noted above, whatever the need for change is, it is constant and necessary to keep afloat in today's world. The last decade has seen an increasing flow in the amount of research on organizational change thus, about 70 to 75 percent of major organizations change efforts fail to meet the expectations of key stakeholders (Rigby, 2003). Why such high rate of failure? Organizations are contributing to their own failure by undertaking major change efforts and misunderstanding the full range of implications. It seems that no matter how much preparation, organizations are rarely well prepared for major change (Jick, 1993). The traditional way of dealing with change seems to be inadequate, and a waste of time, money and people. Consequently, the ability to manage organizational change and implement change effectively is a vital skill that if not learned may cause permanent damage. Research reveals that for organizations to survive and prosper it will mean they must adopt an attitude of welcoming change, constantly searching for

improvements, being close to and responsive to their customers, and being innovative, creative and flexible (Nixon, 1995).

Change requires a lot of time and dedication. Organizations need to be willing to constantly apply new techniques, methods and ideas and need to allow their employees to grow and make mistakes. In short, consideration and attention needs to be focused towards both intra and inter personal relationships, when implementing a major change.

Understanding Resistance

Resistance to change is an effort to maintain homeostasis, or the status quo. To accommodate this drive of homeostasis, organizational change efforts must be planned and managed carefully (Nolan, Goodstein, Pfeiffer, 1993). Organizations are not realizing that change is complex and entails a number of issues (Mourier & Smith, 2001). These issues can include: education and communication, participation and involvement, negotiation and agreement, facilitation and support manipulation and cooperation and explicit and implicit coercion. Because change involves doing something different, new, and maybe even unknown, it is natural for people to resist it (Byvelds & Newman 1992). Dym (1999) adds, that resistance is neither avoidable nor bad, but it is a fact of life that needs to be managed. He continues by stating that well-managed resistance permits you to execute projects and implement change efforts with minimum difficulty. McNamara (1999) agrees and adds that the best approach to address resistance is through increased and sustained communications and education.

There are countless reasons why someone may resist change. Both personality characteristics and organizational characteristics come in to play when change is being resisted. It is suggested that people may resist change because they do not want to step

out of their comfort zone or because they like to stay in an environment that they are familiar and comfortable with. The Organizational Learning Center (2003) identified the following crucial predictors to change: fear of the unknown, threats to ones status, threats to established skills, fear of failure, reluctance to let go, lack of perceived benefits, low-trust, organizational climate, fear of looking stupid, threat to self-esteem, feeling vulnerable and exposed, loss of control, and high levels of anxiety.

Identification of these crucial personality and organizational characteristics that contribute to resistance to change is the first step to developing recommendations for successful change management program. This information will assist organizations in developing and utilizing a more specific change management program. Given a specific process for individuals to adapt to while the change is occurring, will help them feel more involved, thus, decreasing the amount of resistance felt toward the change process. Ultimately this will comprise a successful and positive outcome for organizations and employees involved in change.

Research on Change Management Programs

Change Management Programs are processes that executives use to help initiate change. "Change management helps companies predict, institute, guide, facilitate, and evaluate change. Change management is "the focus of the change project" (Henderson & McAdam, 1998, p.1). These programs are meant to implement initiatives and generate buy-in with as little conflict as possible (Rigby, 2003). Hence, one of the most important objectives of change management is to preserve the sustainability of the changing organization.

It is impossible to review all of the different change efforts and models that have been developed on organizational change. Some studies, like the ones of Coch and French on organizational resistance to change and the theoretical foundations of Kurt Lewin's (1947) have been more popular than others. Lewin's model was based on the notion that change efforts go through three distinct phases: unfreezing from existing patterns, experimentation and implementation, and refreezing or institutionalizing either new practices or retreating back to prior patterns (Ancona; Kochan; Scully; Van Maane; Westney 1996).

From the previous evidence it is obvious that, research has identified many critical personality and organizational factors that contribute to their receptiveness of change. In response to this abundance of literature, there have been numerous change management programs developed. Adams (2002) believes the benefits expected from change management programs are rising. Adams continues by stating that change management programs are emphasizing major business realignments such as acquisitions, new information technology or asset redeployment. Rigby (2003) stated four uses of change management programs: implement major strategic initiatives to adapt to change in markets, customers preferences, technologies, competition's strategic plans, align and focus an organization when going through a major turnaround, implement new process initiatives and make internal improvements in the absence of external change. Augusto (1995) insists that the blueprint for change is made up communication, empowerment and patience.

The literature suggests that you take the change process slow. This can be accomplished by first implementing the necessary changes so that the organization is not

negatively affected by the initial change. This step-by-step implementation will minimize the problems. In addition recording the changes and staying updated with the objectives of the change will ensure the benefits are constantly communicated.

Reed (2001) found four main keys to keep in mind when adapting positively to change: accept uncertainty, look forward to the future, get the ball rolling, and open lines of communication. Similarly, Magellan Health services identified five strategies for coping with change: tell yourself the truth, reach out to others, stay focused, let go of the past, and reflect on what you've learned. Plan and control the changes, get input from those affected, measure the success, remember there are no failures, be patient with the strongest "resistors" and enjoy the journey, are six helpful steps noted by Rambo (2000).

A widely used model, called the Satir Change model, demonstrates how a five-stage model can improve how you process change. Stage 1: Late Status Quo- During this stage help people seek improvement information and concepts from outside the group. Stage 2: Resistance- Help people to open up become aware, and overcome the reaction to deny, avoid or blame. Stage 3: Chaos- Help build a safe environment that enables people to focus on their feelings, acknowledge their fear, and use their support systems. Stage 4: Integration- Offer reassurance and help find new methods for coping with difficulties. Stage 5: New Status Quo-Help people feel safe so they can practice (Smith, 2000). Experts say that progressing through this model will help people cope and increase their capacity for change.

Rosner (2003) poses five questions to keep in mind when trying to get changes accepted. These questions are: Do you create a sense of urgency, do you create and communicate a vision, are people empowered to act, are short-term victories celebrated

and, are the new approaches incorporated into the way business is done. Keeping these questions in mind will help to steer your change program in the right direction.

As noted, there are a variety of theoretical models that look at many different factors that deal with resistance to change. The “Stages of Change” model suggests that when change occurs both individuals and groups go through six stages: pre-contemplation, contemplation, preparation, action, maintenance and relapse. This scientifically proven model, developed by the efforts of Prochaska, Norcross, DiClemente and others insists that all individuals have the ability to change, but it depends what stage they are starting at to match the process to that individual’s needs. Nine distinct processes were also developed for this model that help people move from one stage to the next. These stages in order include: consciousness-raising, social liberation, helping relationships, emotional arousal, self-reevaluation, commitment, reward, countering, and environment control (Prochaska, Norcross, DiClemente, 2003). Identifying what stage you are in will help match a change effort to the specific individual and situation.

As identified here both organizational and personality characteristics come in to play when developing a successful change management program. A recent study identified some major problems when it came to implementing a change management program. These included, the change taking more time than allocated, unforeseen problems surfaces, coordination of implementation activities was ineffective, inadequate training was given, inadequate support for changes, failure to define expectations and goals clearly, failure to involve all those who will be affected by change, and insufficient

capabilities and skills of those involved in the implementation (Jick, 1993). Taking this research into consideration will be key to a successful change effort.

Individualizing Change Management Programs

Since each organization is different and each personality type differs in their reaction to and acceptance of change, introducing change to each requires a different approach (OLC, 2003). Roger Stuart (1995) proved this in a study that was designed to develop a better understanding of how managers dealt with change. His study revealed that different individuals perceive the same primary triggers in different ways. Zohar (1997) stated, "individuals are not all the same and some personality types are more at home with uncertainty and ambiguity than others. Some have a higher threshold for chaos than others"(p.92). Diamond (1986) adds that individual resistance to change begins with childhood experiences, hence, not recognizing the natural differences in people's responses to change and the strengths and needs people bring to change situations is one of the most serious resistance to change in today's workplace (Barger & Kirby 1995). Since individuals vary in their appreciation of the need for change and also in their tolerance to accepting it, these differences are essential when planning a successful organizational change effort (Nolan, Goodstein, Pfeiffer, 1993). These different reactions to change are driven by the types of change the individual has experienced in the past and how those changes affected them (Schmidt & Sujansky, 2000).

Jick (1993) stresses that effective change involves listening to all who are involved in the organization and to the requirement of each specific situation. He continues by suggesting some steps to keep in mind when individualizing change management programs. These steps are: analyze the organizations specific need for

change, create a shared vision, develop a non-threatening participative implementation process, separate from the past, support a strong leader role, involve people, create enabling structures and reinforce and institutionalize change. Moreover, it is just as important for senior level managers to be involved with the change process. They must focus on results, identify and overcome barriers to change, repeatedly communicate a simple and powerful message to employees and continually monitor progress (Rigby, 2003).

By instilling our knowledge of a person's preferences we can communicate the need for change more effectively, reduce the stress of change, and involve people more fully with in the change program (OLC, 2003). Kirby (1995) continues by insisting that identifying various psychological types is helpful and feels it is necessary to determine the effects of psychological types as a valuable tool for recognizing and dealing with the impacts of change on different kinds of people. Keeping in mind that everyone deals with change differently, it is suggested that individuals or groups pass through six stages when changing behavior: pre contemplation, contemplation, preparation, action, maintenance, and relapse (Engender Health, 2003). Moreover, Mcknight and Thompson (1990) identified three ways people react to change: victims, survivors and navigators. Learning about your employees and their experiences with change will help to identify if they react to change as a victim, survivor or a navigator. This will help for appropriate accommodation of a change management program for each employee. According to Krup (1995) there are three types of change which occur across the lifespan: continuous or developmental change, situational change, and discontinuous change. Dimond (1986) stated,

Psychological resistance to change and therefore to learning is deeply rooted in contradictory motives and defensive actions. Organizations and characteristically bureaucratic behaviors serve as a social extensions of personal defenses for security against the anxiety over change and losing control (1986 p.559).

Understanding how different people deal with change provides an opportunity to guide, support and manage change with a sense of control. Likewise, "Discovering your own style of reacting to change can help you better understand what things you need to make a smooth transition (Witherspoon, p.22, 2000). Moreover, understanding that there are different ways to cope with change comes from the decision style of people in your organization. A persons' decision style is based on four different elements: analytical (rational thought), directive (results-oriented), conceptual (vision and creativity), and behavioral (understanding people) (Witherspoon, 2000).

Wheatly and Kellner-Rogers (1996) stated that everyone creates their own worlds by what we notice creating a world that makes sense to us. We see the world through what we have created therefore we can never assume that anyone sees the world like we do. Some see change as exciting, frightening and overwhelming, some approach it with fear and retreat and some approach it with open arms. According to Zohar (1997) fundamental transformation, requires that we change the underlying patterns of thought and emotion that created the old structures in the first place. It means that we have to redesign the room. Stronger still, it may mean that we have to tear the old room apart and start anew" (p.2).

Summary of Literature Review

Change is in the eye of the beholder. If you think of it as an opportunity for improvement the possibilities are endless. Dealing with resistance to change is a

necessity in today's world and the best way to deal with it is to prepare for it. This resistance experienced by individuals can be very detrimental to the overall success of an organization by destroying productivity, threatening teamwork, and causing an anxious and uncomfortable environment just to name a few. The issue of change resistance is complex and is a combination of personality and organizational characteristics. In general different personality types react differently to change, likewise, some personality types are more open and comfortable with change and some are fearful and naturally resist change. Understanding that there are many reasons for resistance to change will aid organizations when it comes to identifying the sources, and modifying efforts to manage the resistance (Nolan, Goodstein, Pfeiffer, 1993). Change management efforts need to be carefully orchestrated in order to achieve success. A successful change management program begins with identifying what the predictors of resistance to change are.

Since change differs with every person, and every situation, identifying and working with the differences and similarities of these individuals will help make change programs successful and positive experience for all who are involved. The identification of those predictors will influence programs and activities implemented in organizations and will decrease the resistance experienced overall. This specificity will adhere to the needs and culture of that organization and create for a harmonious pair between the employee and the change process. Overall, implementing change is inter-related to scanning the environment, making an estimate of the situation, determining what direction the organization needs to take, knowing what the culture of the organization is, how to leverage that culture to help with change, and deciding what actions need to be taken to make the change (Cowings, 2003).

CHAPTER III: METHODOLOGY

Changes are occurring everywhere. In organizations today it is occurring at a very fast pace. When implementing change, organizations experience resistance from this fast demand to change. The goal of this study was to discover the personality and organizational characteristics that predict resistance to change, therefore developing recommendations for a change management program. A survey was designed to discover what those predictors were. This chapter discusses how the survey was developed and distributed and describes the details about the sample that was used for this study.

Subject Selection and Description

A full census of Student Life Services (SLS) staff at the University of Wisconsin-Stout was conducted to best profile change resistance attitudes and beliefs among the current employees. Surveys were administered to 160 employees of the SLS. Student Life Services include the following organizations: University Centers, University Dining Services, Housing/Residence Life, Student Health Services, Facilities Management, Police and Parking, Recreation/Athletic Complex, Budget, Campus Card and Technology. Student Life Services employees were chosen for this study because the Student Life Services is continuously going through changes concerning the structure of the organization and also the processes and functions that each department is experiencing. There was some concern by upper management at UW-Stout about the morale of the staff and the difficulties they face when it comes to the changes occurring in the UW system. All in all Student Life Services offers a great deal of versatility as far as job responsibilities and changes each separate department is experiencing.

A total of 16 (28%) respondents were male and 38 (66%) were female. There were also 3 (5%) respondents that chose not to provide their gender. The ages of respondents ranged from 20 to 59. Individuals of ages 41-64 were the majority of respondents (33%).

Instrumentation

A survey containing 48 items, rated on a 5-point scale was developed for use in the study. The questions were drawn from the themes extracted from the review in the literature, and addressed general areas such as fear, trust, anxiety, communication, job satisfaction, and decision making. All questions were rated on a scale ranging from "1" strongly disagree to "5" strongly agree. The demographic questions included asked the employees what department they worked in, how long they have worked in that department, their gender, and their age (See Appendix A). The researcher and their colleague, the SLS Director and the Research Advisor contributed to the construction of the questionnaire.

Data Collection Procedures

The questionnaire was reviewed and approved by the SLS Director, the Research Advisor, and the Institutional Review Board (IRB) at UW-Stout. A memorandum was distributed to all managers of the SLS and was told to verbally explain to the memo contents to their subordinates who received the surveys. The memo briefly described the study and its purpose and asked all employees to volunteer for the study by filling out the questionnaire. All supervisors were given envelopes addressed to the research advisor for staff to place their surveys, which were then sent to him through campus mail. Thus, an attempt was made to administer the survey to all permanent staff of the Student Life

Services (SLS). The total number of surveys administered was 160. A total of 58 surveys were returned for an overall response rate of 36%.

Data Analysis

All quantitative data was entered in The Statistical Program for Social Sciences, version 10.0 (SPSS, 2002) for analysis. Descriptive statistics, factor analysis and correlations were conducted

Limitations

Due to the size, location, and type of organization used for the study, it may not be generalizable beyond the specific population from which the sample was drawn.

CHAPTER IV: RESULTS

This study investigated the causes of resistance to change. Personality and organizational characteristics were the primary focus for the development of a change survey (see Appendix B) because as extensive literature research demonstrated, most factors that were predictive of resistance to change fell within these personality or organizational characteristics. The survey investigates what characteristics are predictors of change.

Item Analysis

Factor Analysis groups variables that are highly correlated. Factor Analysis was used in this research to analyze and confirm underlying interrelationships within the 48 items of the Organizational Change Survey. Principal Component Analysis was used with a minimum Eigenvalue value set at 1.7. The rotation method used was Varimax with Kaiser Normalization. Eight factors emerged from the factor analysis and are presented below in tables one through eight. These eight factors are the underlying issues related to resistance to change. Any change management program should address one or more of these issues.

Table 1
Factor Loadings above 0.50. Component 1: Valuing Employees

Component 1: Valuing Employees	Factor Loading
#4. Needs are considered before change is implemented.	.765
#5. Have necessary information to support current changes	.657
#28. Employees are rewarded for taking risks.	.760
#33. There are effective levels of communication among organization	.638

Table 2
Factor Loadings above .60. Component 2: Job Satisfaction

Component 2: Job Satisfaction	Factor Loading
#6. Satisfied with job.	.780
#14. Enjoy going to work everyday.	.709
#26. Do not feel like perform well when change takes place	-.751
#37. Employees enjoy working in the organization.	.647
#46. Usually feel relaxed at work	.631

Table 3
Factor Loadings above .50. Component 3: Management Style

Component 3: Management Style	Factor Loading
#17. Senior management has a vision for the future.	.674
#21. Performance measures are effectively used in change process.	.610
#22. Am conservative.	-.612
#47. Employees are willing to collaborate when making decisions.	.699

Table 4
Factor Loadings above .50. Component: 4: Autonomy

Component 4: Conscientiousness	Factor Loading
#23. Change efforts are connected to major events in organization.	.601
#29. Conscientious about responsibilities.	.661
#38. Like working independently .	.755

Table 5
Factor Loadings above .50. Component 5: Confidence

Component 5: Confidence	Factor Loading
#7. Sometimes feel like will not succeed.	-.610
#9. Are certain about the future.	.872
#40. New ideas are implemented with little effort.	.555

Table 6
Factor Loadings above .50. Component 6: Urgency

Component 6: Urgency	Factor Loading
#12. Organization shares a sense of urgency to implement change.	.725
#18. Am assertive in the workplace.	-.502
#34. Feel like creative person.	-.507
#24. Do not like not knowing future.	-.531

Table 7
Factor Loadings above .50. Component 7: Anxiety and Fear

Component 7: Anxiety/Fear	Factor Loading
#11. Am an emotional person.	.684
#32. Feel anxious when cannot do things their way.	.505
#44. Do not like changing the way they do things.	.587

Table 8
Factor Loadings above .50. Component 8: Future of Job

Component :8: Fear of Job Loss	Factor Loading
#13. Feel like someone may take over job if change takes place	.723
#16. Feel uncertain about job when change is implemented.	.565
#30. Am very outgoing.	.569

Valuing Employees (See Table 1)

Research shows when organizations give support and attend to individuals' vulnerability during the change process, employees' personal and professional growth, is increased and loyalty is created (Kotter, 1995). It has been suggested that meeting with your employees to discuss the results of the initial change efforts and to map out steps for future implementation is important. Shiftwork Solutions (2003) insists that discussions with your employees will summarize thoughts and will specify what is most urgent. In

addition, make sure you do not deny people their value by blocking their abilities. This will likely produce damage to their morale (Arbuthnot, 1997).

Based on the evidence presented the following recommendations have been drawn in response to the component of Valuing Employees:

- By staying available to your employees, providing constant teaching and coaching and giving feedback you will show your employees that you value them and are willing to spend the time with them.
- Rewards and recognition are important during any time. During a time of change and uncertainty it is crucial that you reward even the smallest accomplishments and acknowledge positive contributions made by the staff. Hence, the intrinsic rewards of a project are often more important than the material rewards and recognition. In any case, people generally feel better about themselves when they are being productive and proud of their achievements.
- Be prepared to spend extra time with employees who have difficulty accepting the change. Ensure that you are seen as someone who is trustworthy and credible.

Job Satisfaction (See Tables 2 & 9)

Factor scores were developed for each component and correlated with the managers rating scores (see Appendix C). A two-tailed Pearson Correlation between the Job satisfaction component and the managers ratings revealed that the component of job satisfaction was highly significant at ($r = .36$, $P < .05$). This factor is the most significant for this organization, but these results may differ for another organization. Factor analysis tends to be fairly stable. With a larger data set you may get better correlations but still get

similar factors. In any event, it is worth a look at the differences in implementation of change for each factor that is significant.

Table 9
Factor Score Correlations with Manager Rating Variable

	Significance	Manager's Rating Correlation
Manager's Rating	1.000	-
Factor Score 1	.206	.215
Factor Score 2	.364*	.025
Factor Score 3	.276	.093
Factor Score 4	.093	.578
Factor Score 5	-.024	.885
Factor Score 6	.030	.858
Factor Score 7	-.260	.114
Factor Score 8	-.066	.694

*Correlation is significant at the 0.05 level.

Job satisfaction is an attitude that workers have toward their jobs which results from their perceptions of their jobs. This includes the ability to participate in the decision making process, therefore, the role of instructional technologies within training and development departments within human resources departments of organizations can be a key factor if utilized to improve the change process (Carson, 1998). Research reveals that more substantive forms of participation in decision-making tend to be associated with higher commitment to the change and the organization (Reichers, Wanous, Austin, 1997). Research also indicates people with higher levels of job involvement report less concern regarding change than those with lower levels of involvement.

Based on the evidence presented the following recommendations have been drawn in response to the component of Job Satisfaction:

- Working out a win-win situation with employees will match personal goals to the objectives of the change. Hence, making the change less resisted by the employees. If it blocks personal goals, the change will be more resisted.
- Make sure you watch for the links of the old way of doing things to the new way of doing things. This will help for a smooth transition to the new way.
- Keep people involved in making decisions that affect them and try to ensure that no one feels left out. Employees must believe that their opinions have been heard and given careful and respectful consideration.

Management Style (See Table 3)

Helen Kellner once said, “Nothing is more tragic than someone who has sight, but no vision.” Most change in an organization takes place within the organization’s culture and managers must recognize the external and internal forces can be highly interrelated’ (Carson, 1998, p.8). Moreover the managers must realize that in order for the change to be successful they have to consider the change from the viewpoint of those who are going to be affected by it. Change projects are challenging for all who are involved.

Management is challenged to put a change into place while still trying to monitor the each employee, therefore, managers need to anticipate and monitor the attitudes of their employees which will give them a continual understanding of the feelings of the organization (Adams, 2002). In addition, management has the opportunity to take action empowering individuals within the organizations. Peters (1994) stated that bosses are championing change agents. Moreover, preparing documents that states the goals of the

change effort will lessen the misunderstandings of the goal what strengths and weakness are and how it will be affected by the proposed changes (Nadler and Tushman, 1989).

Vision can provide both a corporate sense of being and a sense of purpose as well as provide meaning in both the present and the future. In addition, it can empower and encourage leaders and followers to implement change (Sullivan & Harper 1996). Without a sensible vision, change efforts can dissolve into a list of confusing projects that take the organization in the wrong direction. It is important that the vision be easy to communicate and articulates a desired future (Kotter 1995). To create a positive culture, it is essential to establish a climate of harmony and trust when managing changes meaningfully (Hochstrasser & Griffiths, 1991). Establishing a change methodology based on input from across the organization will also ensure that everyone involved in the effort shares a common vision and understands the rationale for the project, its parameters and the desired goal (Harrison, 1999).

Based on the evidence presented the following recommendations have been drawn in response to the component of Management Style:

- Determining the proper individuals to be included on the change management team will help the process from day one. Leaders of the organization going through change need to provide the tools to effect change, likewise, they need to be equipped with a comprehensive set of leadership tools and approaches to focus and motivate staff to achieve the most challenging of change requests and needs.
- The behavior of the manager or the leader of the change action needs to be involved by making participative decisions, demonstrating projects and processes,

giving expert testimony and rational persuasion and giving employees empowerment.

- It is important for managers to identify the resource constraints that are needed for the change effort to succeed. These constraints may be money, time, technology or people.
- To communicate vision the most powerful medium is the behavior of the leaders in the organization. A clearly defined vision of the end result enables all people to define the most efficient path for accomplishing the results.

Autonomy (See Table 4)

Based on the evidence presented the following recommendations have been drawn in response to the component of Autonomy:

- Starting the learning process in groups will help employees feel more comfortable with their specific responsibilities. This will encourage employees to help each other cope.
- Provide a climate that does not condemn errors, but one that embraces them and uses them as an enabler to learn. Providing enough information about the need for change will help gain their support and make the purpose of the change more clear.
- Create opportunities for people to express their fears and worries and listen sympathetically.
- Involve everyone in all of the stages of the change process. It is much easier to support something you believe in and are a part of. This can be accomplished by developing small groups and distributing employee newsletters that talk about the

change process, in response, people will build quality into their work as a matter of personal pride.

- Small, empowered teams of six to eight have the greatest impact on change efforts, because they are better at following the rules and facing barriers. The more input people have into defining the changes that will affect their work, the more they will take ownership for the results.

Confidence (See Table 5)

Before the change happens, The Human Resource Learning Center 2001, suggests that you should learn about the change, ask how you can help, find out what you can do to prepare for the change, display a positive outlook, encourage constructive conversations with fellow employees and be open and honest with your feedback. These attitudes will keep you confident throughout the change process. Moreover, providing directions and guidance to your employees for learning will make them feel more comfortable and confident with themselves and the change process. Provide regular information about progress being made to implement specific change. This could include two-way communication and routine notice about what is occurring, why it is occurring and when it is occurring (Reichers, Wanous, Austin 1997). Come up with measurable criteria that you can use to determine if your goals have been met (Shiftwork Solutions, 2003). Once this criteria is identified it is easy to measure the progress on an ongoing basis, which will often result in refining the change with minimal effort.

Based on the evidence presented the following recommendations have been drawn in response to the component of Confidence:

- Adequate preparation raises confidence in the ability to use new processes or technology. This is important because of the integration of technology in every organization today.
- Show people how the change has helped improve performance and competitive advantage. This will give them a sense that what they are doing is meaningful to the organization.
- Setting measurable performance criteria helps you and your employees to evaluate the change process. Helping people make the connections between their efforts and improvements requires communication and patience.

Urgency (See Table 6)

Research shows that creating a sense of urgency is critical to rallying an organization behind change (Kotter, 1995). Creating a sense of urgency gets their attention and informs them what the changes are and why they change is taking place. Rosner (2003) emphasizes the more control that you can give your people, the more enthusiasm they'll bring to your change effort. Literature also reveals that painting a picture of the undesirable alternative will create a sense of urgency.

Based on the evidence presented the following recommendations have been drawn in response to the component of Urgency:

- Involve staff members in planning the introduction of the changes as much as possible. Take time to meet with those having difficulties, helping them manage their stress.

- Encourage employees to get informed about organizational change. This may include self-help publications, support groups, friends, and books. This will help to educate them not only on the changes occurring in their organization but also about the change process in general.

Anxiety and Fear (See Table 7)

Research conducted by Harvey (1990) identified the fear of taking risks as key factor in resistance to change. Perspectives regarding change revealing anxiety and stress are results associated with low morale and levels of productivity. Research reveals that change in organizations such as promotions or reductions on the size of the workforce cause anxiety and stress. From this research it is obvious that change causes anxiety and fear in organizations that are experiencing change. Research illustrates that discovering practical skills, learn how to get things back into perspective and, taking control of the situation, focusing on what you can control and learning to tolerate uncertainty and finding a tolerance mentor will help individuals throughout the change process.

Based on the evidence presented the following recommendations have been drawn in response to the component of Anxiety and Fear:

- When you provide a vision for a better future that makes it worthwhile to experience risk and tolerate pain. Discuss success stories of similar organizations that went through a change. Learn from them and adapt situations to your organization.
- Providing a practice field where people will not be punished for making mistakes will also be beneficial. Explain that it is acceptable to make mistakes and learn from them.

- Managing your reactions to stress will also help you cope with change. Use support groups, go to counseling, play, do something physical and laugh. Using humor and faith will also help you to keep a positive perspective about change.

Future of Job (See Table 8)

Major change confronts employees with loss of turf of assumed career paths, or of the proud identity of the old company (Gattenio & Hackett, 1997; Yawn, 1997; Patch, Rice & Dreilinger, 1992).

Based on the evidence presented the following recommendations have been drawn in response to the component of Future of Job:

- Providing a sense of psychological safety that something new will not cause a loss of identity of a sense of competence will help employees to not fear for the future of their job.
- Keeping the lines of communication open will decrease the feeling that the change will cause them to lose their jobs. Keep close enough to the staff to be aware of rumors and counter those rumors whenever possible.

Summary of findings

Findings from the data analysis were very interesting and support the research and assumptions of change resistance. There are numerous reasons why people may resist change and numerous questions to discover this. These results provide eight comprehensive components that were proved to be significant when dealing with change resistance. Addressing each component and utilizing the recommendations for each, provides a base model for a successful change management program. Strong

consideration of these eight components, when managing change, has shown to be correlated with a strong sense of job satisfaction.

Successful change includes an extended transition process and takes a lot of time and hard work. Change is not a single or short term event, it often takes years. “The change management challenges are mostly about leadership and awareness of the human experience. Helping people change their minds and hearts is a privilege” (Arbuthnot, p.11 1997).

Overall, the change process will be most successful if it addresses major business requirements and the employees’ personal and health needs (Shiftwork Solutions, 2003). Additionally, Dauphinais and Price (1998) suggest that when introducing radical change to an organization, it typically takes about one to three years, but changing values, and culture could possibly take anywhere from five to fifteen years.

CHAPTER V: DISCUSSION

Implementing change can be thought of as a process of scanning the environment, making an estimate of the situation, determining what direction the organization needs to take, knowing what the culture of the organization is, how to leverage that culture to help with change, and deciding what actions need to be taken to make the change (Cowings, 2003). Individuals vary in their appreciation of the need for change and in their ability to accept change. These differences are crucial factors to consider in planning any organizational change effort. Understanding the reasons why individuals resist change will help an organization anticipate resistance, identify sources and reasons for resistance, enable to modify change management efforts.

An analysis of the Organizational Change Survey used in this project resulted with an emergence of eight components, which underlie resistance to change. Identified from the data analysis, eight components were discovered as being important components to include in a change management program. Successful change management requires creating structures that will ensure and facilitate continuous attention to the process (Braverman, 2001). As stated by Schmidt & Sujansky (2000), when you succeed at providing employees with an opportunity to express and move beyond their negative emotions and fears about the changes occurring in their organization they are able to find a place within themselves that is filled with hope for the future.

The results of the factor analysis described above, found the following components of resistance to change: valued employees, job satisfaction, management style, autonomy, confidence, urgency, anxiety and fear, and future of job. Each component identified in this analysis leads to a different set of recommendations for

change management. These recommendations will provide guidance when creating a successful change management program using proven predictors of change.

Ensuring that employees feel valued consists of making sure they are rewarded for taking risks, providing them with necessary information to succeed and making sure that their needs are met. Effective communication throughout the organizations also proved to be a faucet of making employees feel that they are of value. Management style is a vital to consider when experiencing change. Making sure management has a strong vision is essential for a successful change to occur. In addition using performance measures and including everyone in the decision making process is desirable. The component of Autonomy needs to be addressed to ensure that employees feel a sense of conscientious about their responsibilities and that their efforts are connected to major events in the organization. When change occurs it is evident that confidence levels decrease. It is imperative that employees' know what the plans for the future include and that they feel they have an impact on the new ideas. If they are not given this reassurance, results show that they will feel like they will not succeed. Creating a sense of urgency has gained a lot of attention with the issue of change. The entire organization needs to share a sense of urgency in order for the change to be successful. Research suggests that anxiety and fear are main predictors of resistance to change. The anxiety of having to change the way things are done and not being able to do them their way can be detrimental. Acknowledging these feelings will help decrease the resistance for the change. A vast amount of emotional reactions to change in organizations is concentrated on the future of the current job. Change efforts may create restructuring efforts, which may result in loss of job or alteration of responsibilities. Making sure the rumors are controlled and being

available to answer any questions about the change will decrease people's fears about their job security.

All the components mentioned above are significant and important to consider when developing a change management program, but job satisfaction was found to be the most significant to include in a change program (see Table 9). People who enjoy going to work everyday and feel relaxed at work are more expected to have higher job satisfaction. In contrast, employees who feel like they will not perform well when a change takes place will be less satisfied with their job therefore resulting in more resistance.

In conclusion, this study reveals eight significant components to be considered when developing a change program. Job satisfaction proved to be the main component of a successful change effort. Concentration on this component in conjunction with the other seven components identified will steer for a successful change management program. Overall, the more satisfied the employee the more open to change they will be. The best approach to address resistance is through increased and sustained communication and education.

Limitations

This study was limited to 160 full time employees at a university setting in the Midwest. Gordon (1980) stated that the difficulty with the research on change is the complexity and interrelatedness of the variables involved with the change process. It is not possible to study all variables that were part of the change process at once. This study did not review broader theories of organizational change, but limited the focus to change predictors and components of a change management program. Respondents also may

have underestimated their level of resistance, which may have resulted in bias. To manage the data collected from a 5-point scale, the survey did not include any open-ended response items.

Conclusions

Each person is different with unique perceptions, personalities, and life experiences, different capabilities for learning and for handling stress, different attitudes, beliefs, and aspiration levels. Management needs to prepare themselves to manage learning because it will redefine their role in the organization in the future. The world is changing around us, we can not control that, but we can control how we respond to it. The point is, “change is life and successfully dealing with change means choosing to grow and develop continuously” (Clemmer, p. 5, 2003).

The results of the factor analysis confirmed eight components that should be considered when developing a change management program. Of those eight components the component of job satisfaction was found to be the most significant through a factor score analysis with the Manager’s Rating variable. This evidence reveals that job satisfaction is directly related to resistance to change and is the primary component that needs to be included in a change management program.

Recommendations

Further studies that identify the variety of factors that are related to resistance to change need to be conducted. In addition, further research is needed to identify components that are necessary to include in a change management program. This research will lead to the composition of change management programs specifically geared to both individuals and organizations. Ultimately, extensive research will help to

make individuals be less resistant to the change process and overall feel more optimistic about change.

This research will broaden the awareness of change and will help individuals deal with all of the facets of change. Studies should be conducted on a continual basis as new change instruments are developed. This study was conducted in a small University setting; therefore, it would be beneficial to concentrate on different populations and workforces to generate significance throughout different settings. It would also be interesting and beneficial to use different methodologies that are more qualitative, such as interviews, and observations of individuals and their behaviors to generate more open results. Conducting a longitudinal study might also be beneficial to get a perspective of the detailed process of change. Since the 21st century has brought more change, studies should also be conducted that are related to such things as technology and management styles.

This project could offer a step toward the exploration of ways that could assist people with understanding the change process and how individuals adapt to changes in the organization. This study can be used to help supervisors, departments and individuals to motivate and empower them with a greater understanding of change and its impact on daily lives.

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Appendix A: Consent Form

I understand that by returning this questionnaire, I am giving informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about the research study should be addressed to Ashlee Johannsen at (651) 739-1667, or Ashley Warner at (715) 309-9658, the researchers, or Mitch Sherman, the research advisor, at (715) 232-2658. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751, phone (715) 232-1126.

Appendix B: Survey

ORGANIZATIONAL CHANGE SURVEY

Demographics:

Gender _____

Age _____

Department _____

Years of employment in department _____

The following survey items are to be answered using the number scale below which comes closest to your own feelings. Please circle the number in which you agree with most.

- 1- Strongly Disagree
 2- Disagree
 3- Neither Agree nor Disagree
 4- Agree
 5- Strongly Agree

- | | | | | | |
|---|---|---|---|---|---|
| 1. I understand the need for the current changes in the organization. | 1 | 2 | 3 | 4 | 5 |
| 2. I am an optimistic. | 1 | 2 | 3 | 4 | 5 |
| 3. I am involved with the change process. | 1 | 2 | 3 | 4 | 5 |
| 4. My needs are considered before change is implemented. | 1 | 2 | 3 | 4 | 5 |
| 5. I have the necessary information to support the current changes in the organization. | 1 | 2 | 3 | 4 | 5 |
| 6. I am satisfied with my job. | 1 | 2 | 3 | 4 | 5 |
| 7. I sometimes feel like I will not succeed. | 1 | 2 | 3 | 4 | 5 |
| 8. Senior management is supportive of change. | 1 | 2 | 3 | 4 | 5 |
| 9. I am certain about the future. | 1 | 2 | 3 | 4 | 5 |
| 10. The current changes being implemented have clear business results in mind. | 1 | 2 | 3 | 4 | 5 |
| 11. I am an emotional person. | 1 | 2 | 3 | 4 | 5 |
| 12. The organization shares a strong sense of urgency to implement change. | 1 | 2 | 3 | 4 | 5 |
| 13. I feel like someone else might take over my job duties if change takes place. | 1 | 2 | 3 | 4 | 5 |
| 14. I enjoy going to work everyday. | 1 | 2 | 3 | 4 | 5 |
| 15. The organization's culture emphasizes continuous improvement. | 1 | 2 | 3 | 4 | 5 |
| 16. I feel uncertain about my job when change is implemented. | 1 | 2 | 3 | 4 | 5 |
| 17. Senior management has a vision for the future. | 1 | 2 | 3 | 4 | 5 |
| 18. I am assertive in the workplace. | 1 | 2 | 3 | 4 | 5 |
| 19. Management motivates all employees to be involved in change. | 1 | 2 | 3 | 4 | 5 |
| 20. I feel suspicious about the decisions my colleagues make. | 1 | 2 | 3 | 4 | 5 |

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|---|---|---|---|---|---|
| 21. Performance measures are effectively used in the change process. | 1 | 2 | 3 | 4 | 5 |
| 22. I am conservative. | 1 | 2 | 3 | 4 | 5 |
| 23. The change effort is connected to other major events happening in the organization. | 1 | 2 | 3 | 4 | 5 |
| 24. I do not like not knowing the future. | 1 | 2 | 3 | 4 | 5 |
| 25. The organization and the employees are committed to each other. | 1 | 2 | 3 | 4 | 5 |
| 26. I do not think that I will be able to perform well when a change takes place. | 1 | 2 | 3 | 4 | 5 |
| 27. The organization is aware of what the customers need and want. | 1 | 2 | 3 | 4 | 5 |
| 28. The managers and employees are rewarded for taking risks. | 1 | 2 | 3 | 4 | 5 |
| 29. I am conscientious about my responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 30. I am very outgoing. | 1 | 2 | 3 | 4 | 5 |
| 31. Being innovative and looking for solutions is encouraged. | 1 | 2 | 3 | 4 | 5 |
| 32. I feel anxious when I cannot do things the way I want to. | 1 | 2 | 3 | 4 | 5 |
| 33. There are effective levels of communication among the organization. | 1 | 2 | 3 | 4 | 5 |
| 34. I feel like I am a creative person. | 1 | 2 | 3 | 4 | 5 |
| 35. The organization has many levels of hierarchy. | 1 | 2 | 3 | 4 | 5 |
| 36. The organization has successfully implemented a major change in the recent past. | 1 | 2 | 3 | 4 | 5 |
| 37. Employees enjoy working in this organization. | 1 | 2 | 3 | 4 | 5 |
| 38. I like working independently. | 1 | 2 | 3 | 4 | 5 |
| 39. The level of individual responsibility in this organization is high. | 1 | 2 | 3 | 4 | 5 |
| 40. New ideas are implemented with seemingly little effort. | 1 | 2 | 3 | 4 | 5 |
| 41. Employees work effectively across departments. | 1 | 2 | 3 | 4 | 5 |
| 42. I do not trust my managers. | 1 | 2 | 3 | 4 | 5 |
| 43. There is little conflict during the decision making process. | 1 | 2 | 3 | 4 | 5 |
| 44. I do not like changing the way I do things. | 1 | 2 | 3 | 4 | 5 |
| 45. Employees take responsibility for the decisions they make. | 1 | 2 | 3 | 4 | 5 |
| 46. I am usually relaxed at work. | 1 | 2 | 3 | 4 | 5 |
| 47. Employees are willing to collaborate when it comes to making decisions. | 1 | 2 | 3 | 4 | 5 |
| 48. The organization is willing to redesign business processes for the good of the group. | 1 | 2 | 3 | 4 | 5 |

Appendix C: Manager Rating Form

RESISTANCE TO CHANGE-MANAGER'S EMPLOYEE RATING

Your Name _____

Employee's Name _____

On a scale of 1-5, please rate this employee on how well they accept change. _____

1 - Not accepting of change

2 - Somewhat accepting of change

3 -Neutral: *Neither generally accepting nor unaccepting of change*

4 - Mostly accepting of change

5 - Very acceptable of change